

Inventory of *Doing What Works* (dww.ed.gov) Professional Development Materials

Topic: *Response to Intervention in Primary Grade Reading (RIR)*

TOPIC SUMMARY		
Title/Media Type	Who	Description
<i>Response to Intervention</i> Multimedia Overview 4:10 min		This overview explains why states and districts are turning to Response to Intervention (RtI) systems. RtI systems typically include three instructional tiers and include various components, such as: universal screenings, progress monitoring, systematic instruction, and differentiation based on data.
<i>Response to Intervention Framework in Primary Grade Reading</i> Visual Diagram		A visual overview of three essential practices based on the <i>Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades</i> Practice Guide. The diagram can be helpful in comparing recommended practices for implementing an RtI system in reading with the way a school or district provides services to students who are at risk for reading difficulties.
<i>Evolution of Response to Intervention</i> Expert Interview 7:03 min	Russell Gersten, Ph.D. Instructional Research Group Sharon Vaughn, Ph.D. Meadows Center for Preventing Educational Risk (MCPER)	<ul style="list-style-type: none"> • Dr. Gersten and Dr. Vaughn share their ideas about why RtI has spread rapidly as a solution to helping struggling students. • RtI is a cohesive framework for building on existing reform elements and by getting regular and special education systems to work together. • They describe components of RtI, including screening, tiered interventions, and systematic instruction. • Core components to RtI frameworks include valid screening instruments, quality core instruction, tiered interventions, frequent progress monitoring, and data analysis for decision making.
<i>Issues, Challenges, Lessons</i> Expert Interview 7:12 min	Russell Gersten, Ph.D. Instructional Research Group Sharon Vaughn, Ph.D. MCPER	<ul style="list-style-type: none"> • Dr. Gersten and Dr. Vaughn discuss issues that states and districts face in implementing RtI systems. • RtI challenges can include changes in staff roles and responsibilities, limited resources in mathematics for screening and intervention, and the differences in RtI implementation in middle and secondary school. • It is important to stage implementation and prioritize a few components.

Topic: *Response to Intervention in Primary Grade Reading (RIR)*

Practice: *Screen all students for potential reading problems in the beginning and middle of the year. (Universal Screening)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Universal Screening for All Students</i> Multimedia Overview 6:19 min	<ul style="list-style-type: none"> This overview explains the value of universal screening, describes the recommended components of an effective screening system, and provides information on establishing benchmarks and cut-points to identify at-risk students. Convene a building-level RtI team to manage screening process.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Screening All Students</i> Expert Interview 5:54 min	Donald Compton, Ph.D. Vanderbilt University	<ul style="list-style-type: none"> Dr. Compton explains the purpose of universal screening and how it fits into a multi-tiered intervention system. Screening is used to identify students at risk for reading problems and to place them into appropriate tiered interventions. Since universal screening is data-driven and not dependent on classroom context, teacher judgment can play a role in decision making.
<i>Implementing a Screening Program</i> Expert Interview 5:59 min	Donald Compton, Ph.D. Vanderbilt University	<ul style="list-style-type: none"> Dr. Compton outlines the components of a schoolwide screening system and gives an example of how a school might implement a universal screening program. He explains setting benchmarks and cut scores and how they help improve the accuracy of identifying at-risk students and placement in tiered interventions. Schools may need to tailor the initial benchmark cut-points to suit their student populations.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Conducting Universal Screening</i> Video Interview 4:23 min	Nadine Hoover Tri-Community Elementary Steelton, PA	<ul style="list-style-type: none"> A literacy coach discusses the purpose, scheduling, and administration of universal screening. The three-tiered intervention groups, or skills groups, are: benchmark, strategic, intensive. Additional assessment and progress monitoring data is needed for students who are borderline on screening measures. Screening and data assessment has changed instruction at the school. 	<i>Screening and Intervention Record Forms</i> —Forms used to document student performance, goals and targeted skills, and plans within an RtI framework. An example of a completed Tier 1 form is included.
<i>The Power of Data</i> Audio Interview 4:47 min	Wes Sever John Wash Elementary Fresno, CA	<ul style="list-style-type: none"> A principal explains the importance of looking at data for planning instruction. Common grade-level assessments enable staff collaboration. Professional development helps teachers use data and share strategies focused on improving student learning and classroom instruction. 	No Sample Material
<i>Creating a Building-Level Team</i> Audio Interview 5:16 min	Joyce Woods Durham Elementary Tigard, OR	<ul style="list-style-type: none"> A principal describes creating a schoolwide RtI leadership team. Team responsibilities include data collection and interpretation, and development of instructional plans. 	<i>School Leadership Team Process</i> —Forms to assist schools in understanding and implementing the systematic Effective Behavior and Instructional Support (EBIS) process. It includes an outline of the EBIS process, an Individual Problem Solving Worksheet, and a Development History Form (English and Spanish versions).
	National Center on Response to Intervention (NCRTI)		<i>Universal Screening – Establishing District Benchmarks</i> —A PowerPoint presentation that describes the use of universal screening measures and establishing benchmarks. Examples from schools using universal screening measures are included.

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Title/Media Type	Who	Description	Sample Material
	Durham Elementary Tigard, OR		<i>Screening Decision Rules</i> —Resources to assist in early identification of at-risk students. It includes an Effective Behavior and Instructional Support (EBIS) graphic outline, the EBIS Group Interventions and Planning Form, and decision rules for K–5 reading, Spanish literacy, and behavior.
	National Research Center on Learning Disabilities (NRCLD)		<p><i>Schoolwide Screening: Guidelines, Resources, Example</i>—A manual to help schools and districts understand, design, and evaluate RtI components. It includes five sections: schoolwide screening, progress monitoring, tiered service delivery, fidelity of implementation, and school, student case study, and research examples.</p> <p><i>Screening Tools Chart</i>—A chart to help educators and families in selecting screening tools by content area. It rates tools on areas such as: classification accuracy, generalizability, reliability, validity, and efficiency.</p>

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Universal Screening</i>	A staff development activity to learn about the purpose of a universal screening system, appropriate measures for assessing reading skills, and important components for implementing an effective schoolwide screening program.
<i>RtI School Leadership Checklist</i>	Checklist tool useful in developing a plan for creating a building-level leadership team to facilitate establishment of an RtI framework.
<i>Screening Implementation Self-Assessment</i>	Three self-assessment activities for building-level leadership teams and school administrators to reflect on the implementation and quality of their universal screening programs and make necessary improvements.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on facilitating implementation of RtI frameworks.

Topic: *Response to Intervention in Primary Grade Reading (RIR)*

Practice: *Differentiate instruction based on assessed reading skills for all students. (Progress Monitoring and Differentiation)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Using Data to Differentiate Instruction</i> Multimedia Overview 6:37 min	<ul style="list-style-type: none"> This overview explains the importance of progress monitoring for guiding differentiated instruction. Data from reading proficiency assessments can be used to adapt instructional focus and time and the degree of scaffolding provided at each tier level. Need for professional development in the use of data and in classroom management for differentiation. Weekly progress monitoring is suggested in Tier 2 to determine which students need more intense instruction and to regroup students.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Tier 1 Differentiation</i> Expert Interview 5:50 min	Carol McDonald Connor, Ph.D. Florida State University & Florida Center for Reading Research	<ul style="list-style-type: none"> Dr. Connor explains differentiated instruction methods in Tier 1 and how it can take place during station time, literacy block, and partner or independent work times. She describes research evidence supporting differentiated instruction, including the value of grouping students according to learning needs. Administrators can help teachers in classroom management, including scheduling options, training, and provide support to differentiate instruction in the classroom setting.
<i>Progress Monitoring at Tier 2</i> Expert Interview 5:32 min	Carol McDonald Connor, Ph.D. Florida State University & Florida Center for Reading Research	<ul style="list-style-type: none"> Dr. Connor discusses the importance of selecting appropriate progress monitoring measures and developing data-driven decision making rules for Tier 2 instruction. She provides guidance on assessing foundational reading skills at each grade level. Tiers are permeable and flexible and students should be moving fluidly between the tiers as their needs change.

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Title/Media Type	Who	Description	Sample Material
<i>Managing Progress Monitoring in the Classroom</i> Presentation 5:07 min	Kristy Shoaff Tri-Community Elementary Steelton, PA	<ul style="list-style-type: none"> • A 1st-grade teacher demonstrates conducting progress monitoring and managing the process in the classroom. • She describes reading measures, classroom management strategies, and gives an example of using data to differentiate instruction. • Progress monitoring graphs are used to communicate with parents and students. 	No Sample Material
<i>Differentiation Within the Kindergarten Core</i> Presentation 4:28 min	Lynne Carney Tri-Community Elementary Steelton, PA	<ul style="list-style-type: none"> • A kindergarten teacher discusses differentiation within core instruction. • She demonstrates teaching vocabulary and differentiates instruction for English language learners. • She uses explicit strategies and checks for understanding throughout lessons. • Reteaching is done through individual instruction and an extended day program. 	No Sample Material
<i>Managing Differentiation With Small Groups</i> Presentation 6:32 min	Autumn LaPenta Tri-Community Elementary Steelton, PA	<ul style="list-style-type: none"> • A 4th-grade teacher explains differentiating daily instruction for 4 learning skills groups. • Coordinate groups with a paraprofessional. • Monitor student progress through informal and formal assessments, and adjusting instruction based on data. 	No Sample Material
<i>Reteaching in Small Group Interventions</i> Presentation 3:29 min	Katie Banks John Wash Elementary Fresno, CA	<ul style="list-style-type: none"> • A 1st-grade teacher demonstrates a small group phonics lesson. • She checks for understanding through the use of whiteboards. • Applies the 80%/20% decision rule to reteaching and regrouping. 	No Sample Material

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Title/Media Type	Who	Description	Sample Material
<i>Helping Teachers Use Progress Monitoring</i> Video Interview 3:46 min	Nadine Hoover Tri-Community Elementary Steelton, PA	<ul style="list-style-type: none"> A literacy coach discusses progress monitoring and ways to support teachers in using assessment data to plan instruction. Students are engaged in the progress monitoring process. 	<i>Steps for Monitoring and Graphing Progress</i> —A progress monitoring implementation guide that outlines a 7-step process to collect, analyze, and use student data for instructional decision making. Directions for setting up a progress graph and an example are included.
<i>Early Elementary Assessment: Phonemic Awareness</i> Classroom Video 8:45 min	Reading Rockets	<ul style="list-style-type: none"> Demonstration of various informal phonological/phonemic awareness assessments with an elementary school student. Assessments are used to identify struggling students. 	No Sample Material
	Cornell Elementary Des Moines, IA		<i>Data-Driven Instructional Plan</i> —Resources for implementing a schoolwide Instructional Decision Making (IDM) framework. It includes a graphic that outlines the IDM sequence, forms to record student performance and instructional changes, and a chart with strategies for troubleshooting student's progress. <i>Progress Monitoring School Example</i> —A brief description and PowerPoint presentation of a school's progress monitoring implementation.
	John Wash Elementary Fresno, CA		<i>Data Analysis Worksheets and Team Protocol</i> —Resources for data meetings, including a script for conducting a data team meeting, and worksheets to help teachers and teams with goal-setting, data collection and analysis, and identifying students for interventions.
	Tri-Community Elementary Steelton, PA		<i>Data-Informed Decision Making: A School-Level Blueprint</i> —A guide that identifies critical skills and guides school leaders in supporting data use.

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	Tri-Community Elementary Steelton, PA		<i>Core Program Review Tool</i> —A self-assessment tool used by schools to evaluate and select research-based core programs, as well as evaluate present programs.

DO WHAT WORKS	
Tool	Description
<i>Progress Monitoring Self-Assessment</i>	Self-reflection activities to guide leadership teams or school administrators in identifying how they collect and use progress monitoring data to differentiate instruction.
<i>Data Team Protocol for Differentiating Instruction</i>	A planning tool for assessment coordinators or school principals to use in organizing data meetings for grade-level instructional teams. It can help classroom teachers and interventionists review student progress and use data to plan instructional interventions for struggling readers.
<i>Planning Professional Development: Using Data</i>	Planning tools for helping leadership teams or school administrators organize professional development activities around the collection and use of progress monitoring data, and interpretation for individual teachers/interventionists.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on facilitating implementation of RtI frameworks.

Topic: *Response to Intervention in Primary Grade Reading (RIR)*

Practice: *Plan intensive instruction on foundational reading skills for students in Tier 2 and Tier 3 interventions. (Systematic Skill Instruction)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Systematic Teaching in Tiers 2 and 3</i> Multimedia Overview 6:50 min	<ul style="list-style-type: none"> This overview describes key elements of systematic instruction and desirable characteristics of Tier 2 and Tier 3 instruction. Teachers can use explicit strategies to help students master critical reading skills, including scaffolding, corrective feedback, and extensive practice. Teach to 90% mastery for students in Tier 3.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Tier 2 Instructional Programs</i> Expert Interview 5:54 min	Joseph A. Dimino, Ph.D. Instructional Research Group	<ul style="list-style-type: none"> Dr. Dimino discusses the content, instructional focus, and structure of Tier 2 interventions. He contrasts the characteristics of Tier 2 and Tier 3 interventions in terms of student grouping, frequency, and amount of instruction. Systematic instruction and explicit teaching strategies are important in all three tier levels.
<i>Intensive Tier 3 Instruction</i> Expert Interview 4:08 min	Joseph A. Dimino, Ph.D. Instructional Research Group	<ul style="list-style-type: none"> Dr. Dimino describes Tier 3 interventions and how to group students, pace lessons, and provide error correction and student practice. He explains the term <i>double dosage</i> and gives an example of how a teacher can structure this type of instruction. An explanation and examples of guided practice and scaffolding are presented.
<i>Implementing Reading Interventions</i> Expert Interview 5:27 min	Sylvia Linan-Thompson, Ph.D. University of Texas at Austin	<ul style="list-style-type: none"> Dr. Linan-Thompson describes the components of effective interventions and how English learners can benefit from additional teaching. Factors beyond reading skills should be considered in providing interventions to English learners.

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Title/Media Type	Who	Description	Sample Material
<i>Modeling Initial Sounds in Tier 3</i> Presentation 5:57 min	Nancy Bookwalter Tri-Community Elementary Steelton, PA	<ul style="list-style-type: none"> A reading specialist demonstrates modeling, guided practice, and error correction strategies during a one-on-one lesson on letter sounds. Start the lesson with a review of previous letter sounds and move on to new letter sounds. Model and scaffold instruction through the “I do, we do, you do” approach. 	<i>Systematic Teaching Strategies</i> —A description of each systematic teaching strategy, how to enact it, what the student and teacher benefits are, and identifies principles of instruction.
<i>Thinkaloud Examples in Comprehension and Phonics</i> Video Interview 4:31 min	Joseph A. Dimino, Ph.D. Instructional Research Group	<ul style="list-style-type: none"> Dr. Dimino explains using the thinkaloud strategy during instruction. He demonstrates how to do a comprehension thinkaloud using text and pictorial clues and a phonics thinkaloud using a silent “e” example. 	<i>Thinkaloud Survey</i> —A survey to help teachers reflect on their implementation of thinkalouds. Teachers will rate their skills, describe frequency of use, and identify where they need assistance.
	Cornell Elementary Des Moines, IA		<i>Five Essential Reading Components</i> —A chart that summarizes the five essential components of literacy, linked high-priority skills, examples of teaching strategies, and research-based instructional guidance. <i>Reading Skills Error Analysis Sheet</i> —An error analysis sheet used to identify student errors and plan interventions to address a student’s specific needs. It includes a completed phonemic awareness error sheet.
	Florida Center for Reading Research		<i>Foundational Reading Skills: Instructional Routines</i> —Four instructional routines for teaching foundational reading skills. Included are: Kindergarten phonemic awareness, first-grade phonics and comprehension, and second-grade fluency.
	John Wash Elementary Fresno, CA		<i>K–2 Essential Reading Standards Assessment Form</i> —A tool to record and track student progress towards proficiency on specific standards. It also includes an excerpt of the K–2 content standards for California public schools.

DO WHAT WORKS	
Tool	Description
<i>Teacher Self-Assessment: Improving Systematic Instruction</i>	Observation form and self-reflection tool to help teachers reflect on their implementation of systematic and explicit teaching strategies during small group and one-to-one tiered interventions.
<i>Observing Explicit Reading Instruction</i>	A tool to help RtI leadership teams or principals structure observations and evaluations of classroom practices in explicit reading instruction. It includes an observation checklist, teacher self-reflection form, guidelines for reviewing the observation and self-reflection, and an improvement plan worksheet.
<i>Explicit Instruction Lesson Plan Template</i>	Tools for providing ongoing support of explicit instructional strategies in reading interventions, including guidelines for planning lessons, a blank and completed template of a lesson plan worksheet, and a self-reflection form for assessing the use of explicit instruction during intervention sessions.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on facilitating implementation of RtI frameworks.

Topic: *Response to Intervention in Primary Grade Reading (RIR)*

Practice: *Establish a systemwide framework for RtI to support the three recommended practices. (RtI Implementation)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Response to Intervention: Framework in Reading</i> Multimedia Overview 4:39 min	<ul style="list-style-type: none"> • An overview of how RtI systems identify students potentially at risk in reading and then provide them with the support needed to develop foundational reading skills. • Three recommended practices for implementing an RtI framework are: universal screening, progress monitoring and differentiation, and systematic instruction. • Select screening instruments that are efficient, reliable, and valid measures of appropriate reading skills at each grade level. • Instruction should include a mix of instructional strategies and supports.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>The Phases of RtI Implementation</i> Expert Interview 6:12 min	W. David Tilly III, Ph.D. Innovation and Accountability Iowa Heartland Education Agency	<ul style="list-style-type: none"> • Dr. Tilly describes his experience as a technical assistance provider in helping districts and schools implement RtI frameworks. • RtI is known as Instructional Decision Making in Iowa. • There are 3 phases of RtI implementation: consensus building, infrastructure building, and full implementation.
<i>How RtI Changes Special Education</i> Expert Interview 6:02 min	W. David Tilly III, Ph.D. Innovation and Accountability Iowa Heartland Education Agency	<ul style="list-style-type: none"> • Dr. Tilly describes major changes in special education as a result of RtI implementation, including the process of diagnosing learning needs, the elimination of disability labels, the use of different types of assessments, and emphasis on targeted instructional strategies.

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Title/Media Type	Who	Description	Sample Material
<i>Partnering General and Special Education</i> Presentation w/ audio (12 slides)	John Tommasini, Ph.D., Edward Vollbrecht, Ph.D. Pennsylvania Department of Education	<ul style="list-style-type: none"> Two state agency leaders describe working collaboratively to implement an RtI instructional framework. All students receive instruction in the general education standards-aligned system through a core curriculum and interventions. A partnership was built between the state's general and special education bureaus. High-quality instruction is sustained through staff collaboration and shared responsibility for students. 	No Sample Material
<i>State Leadership: Building an RtI System</i> Video Interview 4:35 min	Gerald Zahorchak, Ed.D. Pennsylvania Department of Education	<ul style="list-style-type: none"> The Secretary of Education describes how RtI aligns others aspects of the state's reform and improvement framework. The Response to Instruction and Intervention begins with quality core teaching. State's role is to prepare teachers and principals to understand and use the system. Local role is to discover the best means to intervene. 	No Sample Material
<i>Setting the Stage for RtI Implementation</i> Video Interview 6:00 min	Joy Eichelberger, Ed.D. Pennsylvania Department of Education	<ul style="list-style-type: none"> An RtI state lead discusses educators' challenges in implementation RtI and what the evaluation results show. The Pennsylvania Training and Technical Assistance Network (PaTTAN) provides capacity building to schools throughout the state. 	<i>RtI Readiness Self-Assessment Tool for Elementary Schools</i> —A self-assessment tool to help schools/districts determine next steps in implementing an RtI framework.

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Title/Media Type	Who	Description	Sample Material
<i>Lessons from Iowa About RtI</i> Audio Interview 6:34 min	Lana K. Michelson Eric Neessen Iowa Department of Education	<ul style="list-style-type: none"> Two state education leaders discuss Instructional Decision Making (IDM), a general education initiative focused on using data to make instructional changes. The role of special education personnel changed to one that provides consultative assistance to general education teachers. 	No Sample Material
	State Implementation of Scaling-up Evidence-based Practices (SISEP) Center		<i>Scaling-Up Instruction and Technical Assistance Briefs</i> —A series of briefs to build state capacity for scaling-up effective practices. One brief provides a framework for sustaining use of evidence-based practices; the second defines and illustrates the use of technical assistance in education.
	Pennsylvania Department of Education		<i>Funding Considerations for Implementing RtI</i> —A guide with descriptions of potential RtI funding sources and the components/activities that may be funded through each source.
	Colorado Department of Education		<i>Professional Development Continuum</i> —A chart for organizing and displaying professional development plans that address training for RtI components. A filled-in example and blank chart are included.
<i>RtI Training for School Districts</i> Audio Interview 5:08 min	Erin Lolich Tigard-Tualatin School District	<ul style="list-style-type: none"> A district administrator describes the types of coaching and monitoring helpful to districts. District leadership teams should include district office administrators, principals, teaching and special education staff. Training related to learning disabilities focuses on shifting perceptions about what a learning disability is, the importance of identifying students early, and using intervention data. 	<i>District Implementation Tracking Plan</i> —A tracking plan to help districts implement an RtI approach. It focuses on key systems requirements, staff development, special education policies, and district capacity to monitor implementation.

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Title/Media Type	Who	Description	Sample Material
<i>Charting the Path</i> Video Interview 4:38 min	Bobbie Lamond Tri-Community Elementary Steelton, PA	<ul style="list-style-type: none"> A principal discusses the evolution of the school's RtI framework. She discusses the grade-level data team process used to differentiate instruction and the importance of staff collaboration in planning interventions. The principal's visibility throughout the school and in classrooms is important, along with providing support and building relationships with staff, parents, and students. 	<i>RtI Implementation Self-Report</i> —A tool and rubric used by schools for reporting the status of RtI implementation across 10 effectiveness indicators. Indicators represent key areas of the state's RtI framework.
<i>Principal's Role in Instructional Decision Making</i> Video Interview 5:45 min	Deb Chiodo Cornell Elementary Des Moines, IA	<ul style="list-style-type: none"> A principal describes using grade-level meetings for guiding instructional decisions. Two levels of problem documentation: Form 1 is what a teacher will try in order to address a student's problem; Form 2 is to seek advice from colleagues if his/her interventions have not worked. Students who have not done well have the opportunity for interventions. 	No Sample Material
<i>Powerful RtI Training Experiences</i> Video Interview 5:48 min	Wendy Robinson Heartland Area Education Agency	<ul style="list-style-type: none"> A technical assistance provider describes the support schools need to implement RtI. She describes training experiences that are effective for communication, allocating intervention resources, and determining instructional strategies based on data. 	No Sample Material
	Pennsylvania Department of Education		<i>Progress Monitoring Training Plan</i> —Sample plan for training staff on process monitoring principles and the state's seven-step process. Plans for follow-up sessions on data collection and districtwide implementation are included.

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Title/Media Type	Who	Description	Sample Material
	Durham Elementary Tigard, OR Tri-Community Elementary Steelton, PA		<i>RtI Parent Guides</i> —Two parent RtI resources. Pennsylvania schools provide parents with a guide that describes the RtI framework and components. Oregon schools provide a parent brochure in English and Spanish and invite parents to participate in team meetings to discuss student progress.
	Colorado Department of Education		<i>RtI Comprehensive Evaluation Tool</i> —A tool for school leaders to complete when evaluating existing RtI components in schools and to identify areas of possible need.

DO WHAT WORKS	
Tool	Description
<i>Learning Together About Implementing Response to Intervention in Reading</i>	A professional development activity to engage K–2 teachers in discussion on issues that arise in planning and implementing an RtI framework in reading instruction.
<i>School Self-Assessment: Implementing RtI Components</i>	A self-assessment tool for principals to complete in order to assess, refine, and improve existing RtI practices. It is useful in helping to identify the training and resources needed to achieve full implementation.
<i>Planning a Data Day</i>	A planning tool to help school and district leadership teams identify whether a “data day” or a different type of data review is appropriate for their situation.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on facilitating implementation of RtI frameworks.